GUIDE *to* Education

Elementary School Handbook (ECS to Grade 6)

1990-91   1991-92

Alberta EDUCATION

GUIDE *to* Education

Elementary School Handbook (ECS to Grade 6)
1990-91   1991-92

This document is the first Guide to Education: Elementary School Handbook (ECS to Grade 6). All Alberta Education requirements contained in this document are effective the first day of the 1990-91 school year as defined by the board or local school authority.

This handbook is issued under the authority of the Department of Education.

This handbook contains information on a wide variety of topics.
Some of the statements are mandated; others suggest procedures
that are discretionary. Those statements that are requirements of
Alberta Education are screened.

All references to the School Act are to the new Act proclaimed
December 31, 1988, being Chapter S-3.1, Statutes of Alberta,
1988.

Response Sheet:
A Guide to Education Elementary School Handbook to Assist Future Revisions

1. Please indicate if you are a:

   ☐ Teacher   ☐ Central Office Administrator
   ☐ Department Head   ☐ Other (trustees, board personnel)
   ☐ Counsellor   Please specify: _____
   ☐ Principal

2. Please indicate other users of this handbook you are aware of that are not identified above (e.g., parents):

   _____

3. Is the format of the handbook satisfactory?   ☐ Yes   ☐ No

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4. What information in this handbook is **most** helpful to users in your school or system?

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6. Please indicate any changes to the content or format that would improve this handbook:

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7. Please indicate which Alberta Education documents are used most within your school or
   system: ☐ School Handbooks: Guide to Education
                    ☐ Policy Manual
                    ☐ Program of Studies
                    ☐ Developmental Framework
                    ☐ Other (please specify): _____

                                              _____

Please complete this response sheet, tear out and fold on dotted line. Return address is provided on reverse side.

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Curriculum Branch
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Edmonton, Alberta
T5K 0L2

FOREWORD

The **Elementary* School Handbook (ECS to Grade 6)** accompanies the **Junior High School Handbook** and the **Senior High School Handbook** in the three-volume set titled **Guide to Education.**

The **Elementary School Handbook (ECS to Grade 6)** is published by Alberta Education for the use of school administrators, teachers and others interested in the delivery of ECS to Grade 6 education. It is intended to serve the following purposes:

1. to identify the requirements specified by Alberta Education relevant to the operation of programs from ECS to Grade 6

2. to provide some perspectives about student learning at the elementary level

3. to communicate information useful in organizing and operating programs.

In keeping with the emphasis of the **School Act,** the information in this handbook has a student-centred focus. The **Philosophy** statement describes the significant and unique nature of schooling in the lives of students. The second section, **Elementary Students,** includes goals for student learning and key ideas about organizing for learning. The **Elementary Programs (ECS to Grade 6)** section addresses school and program organization.

The fourth section of this document, **Administration,** outlines requirements to be met in the administration of elementary programs. It includes sections on the **School Act** and on provincial policies and regulations that are relevant to elementary school programming.

The handbook reflects Alberta Education's emphasis on a policy-based and results-oriented management system. It supports Alberta Education's objective of providing consistent direction while encouraging flexibility and responsibility at the local level.

The handbook also reflects Alberta Education's commitment to meeting the needs of students. In a system of shared responsibilities, both Alberta Education and Alberta's schools work together to promote excellence in education.

* In this document, the term Elementary is used to refer to the school programs from Early Childhood Services to Grade 6. Within Alberta Education the Early Childhood Services Branch has merged with the Elementary Unit of the Curriculum Branch. An important goal of both the merger and this handbook is to foster smooth transitions between Early Childhood Services and grade school programs.

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APPENDICES

Philosophy

$$1+1=2$$

Philosophy:
Philosophy of Elementary Schooling (ECS to Grade 6)

In Alberta, the provincial educational programs leading to high school graduation are divided into three levels: elementary (ECS to Grade 6), junior high (Grade 7 to Grade 9), and senior high (Grade 10 to Grade 12).

1 Aim of Elementary Schooling	Elementary programs are consistent with the common aim shared by all levels of schooling:

To develop the knowledge, the skills and the attitudes of individuals so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of the community.

In addition, early childhood and elementary school programs make a unique contribution toward achieving the overall aim of schooling:

a Transition from Home to School	• The elementary level begins formalizing a child's learning experiences, and provides the link between the learning environments of the preschool years and the more structured environments of later schooling. The transition is gradual and progresses at different rates, depending on the unique characteristics of each student.
b Expanding Horizons	• The elementary level builds upon the foundation of knowledge, skills and attitudes children have acquired prior to school entry, and expands their horizons. Thus, they develop the broad base of concepts, strategies and dispositions needed for later learning.
c Making Meaning Out of Experience	• During the elementary school years, students learn to organize and make structured meaning from the raw data of their experiences. They acquire the ability to see how ideas are related and how experiences are interconnected.

2 Program Considerations

The programs from ECS to Grade 6 are developed and implemented with four key factors in mind:

- the nature and needs of elementary students
- the nature and needs of a changing society
- the nature of knowledge across the subject areas
- the environments affecting learning.

a Elementary Students

During the early childhood and elementary school years, children reach many major developmental milestones as they grow intellectually, physically, socially and emotionally. In order to assist them in reaching these milestones, educators must provide concrete, first-hand multisensory experiences with a wide variety of materials, people and events, from which students build a foundation for later abstract learning. Because elementary students are developing quickly and are eager to learn, much can be accomplished during the elementary school years.

b Changing Society

The information explosion, rapid change, and global problems are three characteristics of modern society that have an impact on the education of our children. In today's world, literate, capable individuals need more than knowledge of facts. They also need to know how to locate information, how to analyze the information at hand, and how to use it in solving problems. Solutions to many problems will also require the ability to collaborate and compromise in cooperative problem solving. Curiosity, flexibility and open-mindedness will be valued dispositions in such cooperative activities.

The abilities which are and will be so important in our changing society have their roots in the early childhood and elementary school years. Developing in children the desire to be literate and knowledgeable and the ability to collaborate in cooperative ventures should be goals pursued by elementary schools as they help prepare self-confident and capable individuals who contribute to the well-being of the society in which they live.

c Knowledge Across Subject Areas

One characteristic of modern society is the vast increase in the information available. Because it is impossible to learn all there is to know, choices must be made about what will be learned in schools. At the introductory level of elementary schooling, the scope of knowledge included is deliberately broad, crossing many subject areas. Though the span or breadth of knowledge housed in the elementary curriculum is wide, the nature of knowledge is such that concepts, skills and attitudes which are basic to one subject area often overlap with those of another subject area. The concepts learned at the elementary level may be seen therefore as basic in two senses: basic to later learning and basic to several subject areas at once.

d	**The Learning Environment**

Schools are one of many learning environments for children. What children learn from their home and community settings has an effect on what they need to learn and are able to learn in school. The partnerships established among home, community and school are probably the most significant feature of a student's learning environment in the early childhood and elementary school years.

The family, in its various forms, provides the first and most significant learning environment for the growing child. As children begin school, they build upon a fund of knowledge, skills and attitudes already learned from their parents. The decisions schools make about the elementary programs offered to students will be influenced by what the students already know and by the continuing influence of their parents as teachers.

Elementary
Students
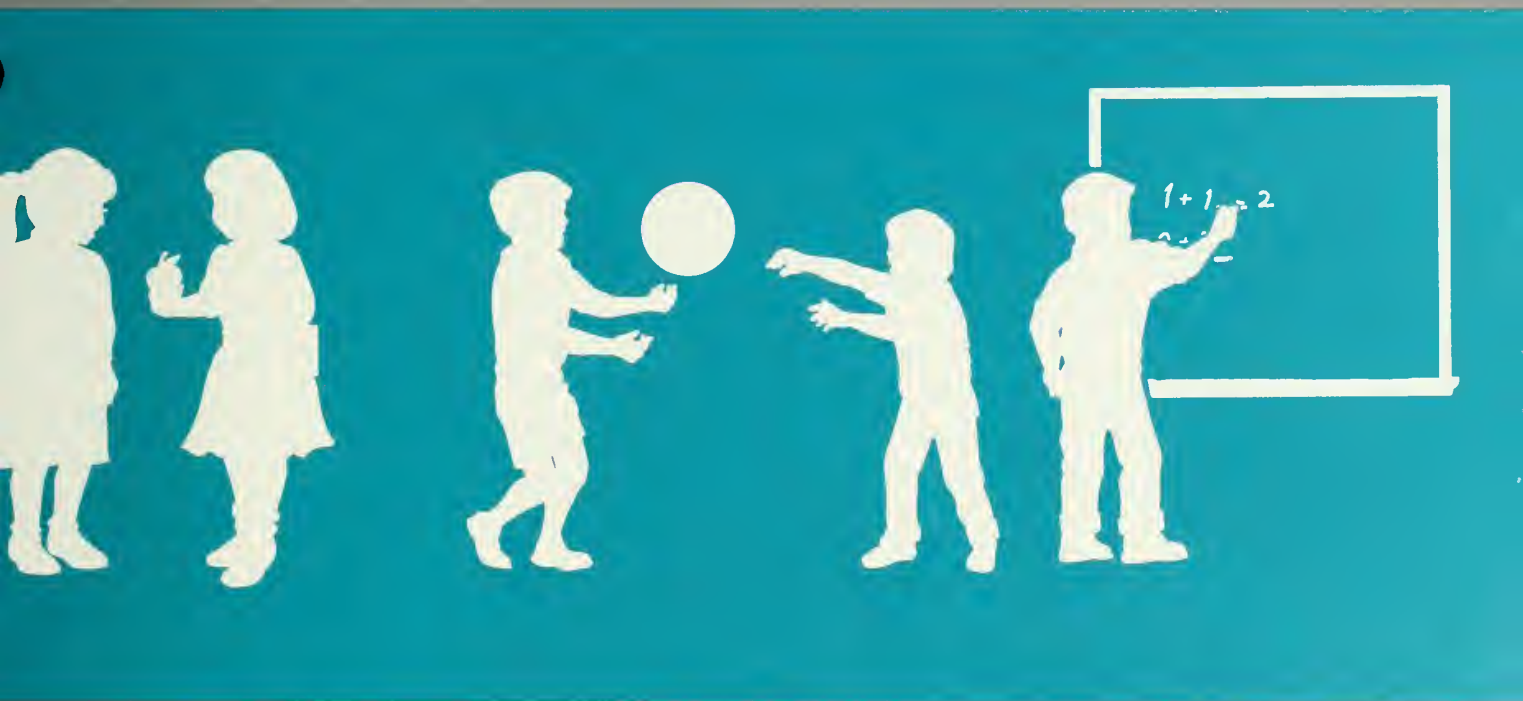
Elementary Students:
Goals for Student Learning

1 The Goals of Basic Education for Alberta

The Goals of Basic Education for Alberta were adopted by order of the Minister pursuant to section 25(1)(f) of the **School Act** and form the basis from which specific objectives for various subjects and grades are developed. Goals of the Early Childhood Services programs are described separately in the document **ECS Philosophy, Goals and Program Dimensions** available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations have a very significant influence on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted within a structured environment. There is, of course, a very close relationship between schooling and education: the learning that occurs in school influences and is influenced by what is learned outside the school.

a | Goals of Schooling

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- develop competencies in reading, writing, speaking, listening and viewing

- acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences and the social studies (including history and geography), with appropriate local, national and international emphasis in each

- develop the learning skills of finding, organizing, analyzing and applying information in a constructive and objective manner

- acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being

- develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels

- acquire knowledge and develop skills, attitudes and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students, some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

b	Goals of Education

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- develop intellectual curiosity and a desire for lifelong learning

- develop the ability to get along with people of varying backgrounds, beliefs and lifestyles

- develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others

- develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations

- develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society

- develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavours

- develop an appreciation for the role of the family in society

- develop an interest in cultural and recreational pursuits

- develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment

- develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order to fulfil personal aspirations while making a positive contribution to society.

2 Desirable Personal Characteristics

The following statement was passed by order of the Minister and indicates the role that schools play in developing desirable personal characteristics among children of school age.

Children inhabit schools for a significant portion of their lives. Each day, in their relationship with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and the others incidental. In Canada, the common pattern of attitudes derives from many sources, cultural, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the dominant values of schools emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities that take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but, rather, the list is a compilation of the more important attributes that schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Ethical/moral characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

a Ethical/Moral Characteristics

Respectful	– has respect for the opinions and rights of others, and for property.
Responsible	– accepts responsibility for own actions; discharges duties in a satisfactory manner.
Fair/just	– behaves in an open, consistent and equitable manner.
Tolerant	– is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice.

	Honest	– is truthful, sincere, possessing integrity; free from fraud or deception.
	Kind	– is generous, compassionate, understanding, considerate.
	Forgiving	– is conciliatory, excusing; ceases to feel resentment toward someone.
	Committed to democratic ideals	– displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country.
	Loyal	– is dependable, faithful; devoted to friends, family and country.
b **Intellectual Characteristics**	*Open-minded*	– delays judgments until evidence is considered, and listens to other points of view.
	Thinks critically	– analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
	Intellectually curious	– is inquisitive, inventive, self-initiated; searches for knowledge.
	Creative	– expresses self in an original but constructive manner; seeks new solutions to problems and issues.
	Pursues excellence	– has internalized the need for doing the best in every field of endeavour.
	Appreciative	– recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings.
c **Social/Personal Characteristics**	*Cooperative*	– works with others to achieve common aims.
	Accepting	– is willing to accept others as equals.
	Conserving	– behaves responsibly toward the environment and the resources therein.
	Industrious	– applies self diligently, without supervision.
	Possesses a strong sense of self-worth	– is confident and self-reliant; believes in own ability and worth.

Persevering	– pursues goals in spite of obstacles.
Prompt	– is punctual; completes assigned tasks on time.
Neat	– organizes work in an orderly manner; pays attention to personal appearance.
Attentive	– is alert and observant; listens carefully.
Unselfish	– is charitable, dedicated to humanitarian principles.
Mentally and physically fit	– possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

3 Goals of Elementary Education

Elementary school programs are designed to help students acquire a broad base of knowledge and skills, and the disposition to learn more. In order to achieve this goal, students will need to:

- learn fundamental language and communication skills, including reading, writing, listening, speaking and viewing

- learn to think critically and creatively, and to acquire and apply problem-solving skills

- learn fundamental mathematical skills

- develop and expand their knowledge and view of the world, society, and environment in which they live

- learn to access, acquire and process information in a variety of ways

- develop desirable personal characteristics and constructive relationships with others based on respect, trust, cooperation, and compassion

- develop positive attitudes toward learning and their own capacity to learn

- develop resourcefulness and self-confidence

- develop a broad base of knowledge and skills in cultural and physical pursuits.

Elementary Students:
Nature and Needs of Elementary Students

Our knowledge of how individuals learn has increased greatly in recent years. Much of the information is outlined in a series of recently published provincial documents under the umbrella title **Developmental Framework** (see reference in Appendix II).

The following statements represent key ideas about learning which may be helpful in organizing the resources of the school. Although the key ideas are numbered, no rank order of importance is implied.

1 Foundations for Learning: The Early Years

> Early learning is fundamental to later development. The knowledge, skills and attitudes developed by the end of the elementary curriculum are vitally important in shaping later learning.

The early and middle childhood years are of vital importance because crucial milestones of development are reached during this time. Since the concepts, skills and attitudes acquired in these early years affect how and what children learn in later life, the goals of the elementary program need to be embedded in the larger, long-term goals of education. The curriculum is a continuum in which the achievements of the early years form the base or foundation for later stages.

2 Student Perspectives

At first, children view the world primarily from their own perspectives. Over time, they gradually grow in their ability to view events from other perspectives as well.

During the elementary school years, students' perspectives of the world around them change from personal or individual to the more commonly held or shared perspectives of older adolescents. Initially, children construct meaning based on their own actions and points of view. Later, they make other sets of connections which move toward adult views of the world in which they live. Instructional programs need to be planned so that they build on the view of the world that children have constructed and help them see more widely held perspectives. This will involve enabling students to investigate topics of personal interest and then relate what they discover to a larger world view.

3 Active Learning

The younger the student, the more likely the need for learning experiences to be direct rather than vicarious, explicit rather than implicit, concrete rather than abstract, and active rather than passive. As they mature, students will continue to need direct experiences, particularly when learning unfamiliar concepts.

Students need to "act upon" their environment in order to make sense of it. Abstract, symbolic learning, which plays an essential role in later schooling, occurs when the abstractions and symbols are based in meaningful experience. Students need opportunities to use all their senses to learn and to use manipulative materials to develop a foundation for learning abstract concepts.

4 Interrelated Development

The development of the intellect is greatly influenced by social, emotional and physical development.

Intellectual development is highly influenced by overall well-being. The emotional overtones of classroom life and the relationship between student and teacher have a significant effect on learning. Elementary students have difficulty in setting personal feelings or social interactions aside and focusing on the intellectual tasks at hand. Physical and mental health affect what and how children will learn. Effective classroom practice must take into account that children arrive at school as whole human beings. The emotional, social and physical impact of learning activities are therefore extremely important.

5 Developmental Changes in the Mid-Elementary Years

> A significant shift in the development of children occurs at about age eight or nine and necessitates different instructional strategies and organization for learning.

At about age eight or nine, in the middle of the elementary school years, children make some significant changes in several major areas of development.

In the area of cognitive or intellectual development, a shift occurs in children from the mainly pre-operational logic of the early childhood years (about two to eight years of age) to concrete operational thinking in the upper elementary years (about nine to twelve years of age). In the area of social development, children's primary attachments to adults widen to include attachments to peers. In the area of moral development, children shift from pre-moral to conventional moral thinking. They also become increasingly able to see other people's points of view.

The shift from the early to middle childhood years may require a change in instructional methods and school organization. Though there will be commonalities, what is effective at one division may not always apply at the other.

Readers are referred to Alberta Education's Developmental Framework documents for further information.

6 Individual Differences

> Students differ from one another in a number of educationally relevant ways, including:
>
> - speed or pace of learning
> - personal traits, interests and goals
> - learning styles.

The first 12 years of life are characterized by rapid growth and change. Both the natural differences in children at birth, and numerous environmental factors, have an impact on rates of development. Therefore, during the elementary school years, students in the same age grouping will be at different stages in their development. Children have different learning styles, temperaments and personal motivations, and these factors affect what and how they learn.

Thus, within any grouping there will be a wide range of individual differences that necessitate a variety of instructional strategies, student groupings and learning activities. Even though the learner expectations for students are presented in a graded curriculum, children may achieve these objectives at different ages and in different ways.

7 **Family Partnerships**

Family influences are lifelong. Though schools contribute much to a child's learning, that which is learned in the family has a continuing impact.

Parents are the child's first teachers and remain influential when it comes to later learning. As teachers join parents in providing for children, they are entering an existing learning partnership. When they begin school, most children have already acquired basic motor and language skills in the learning settings provided by their families. They have also started to develop their basic motivations, their sense of themselves as learners, and many of the skills for continuing learning. Throughout the school years, individual teachers will come and go with varying degrees of influence, but families are a continuing influence before, during and after the elementary school years.

Elementary Programs
(ECS to Grade 6)
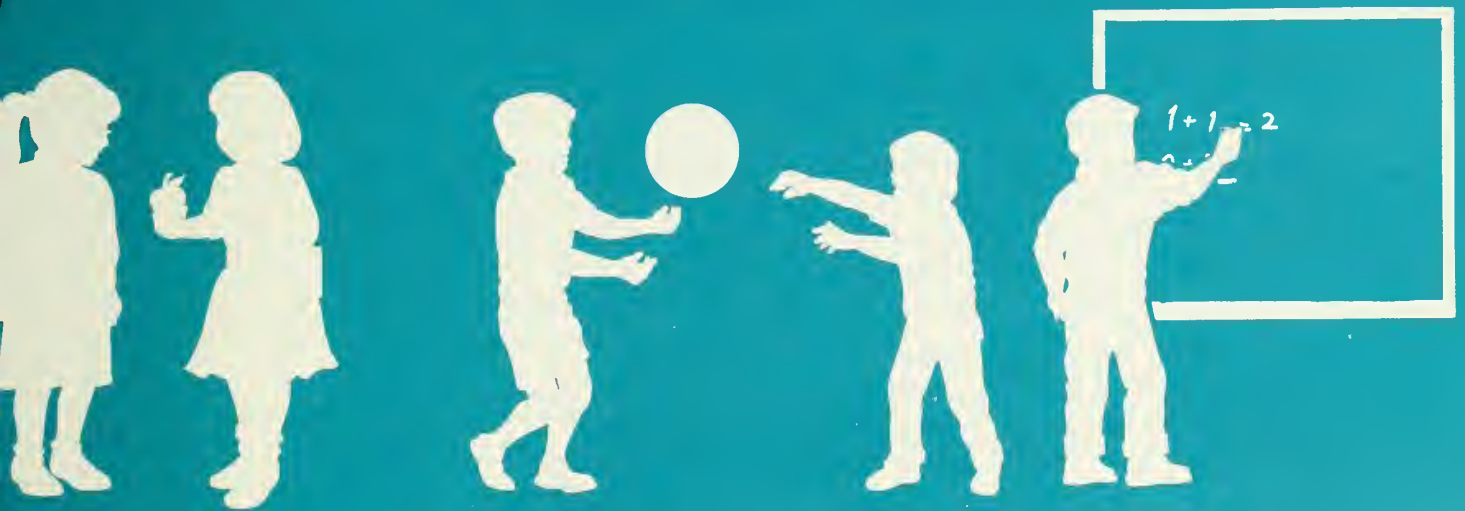
Elementary Programs (ECS to Grade 6): Program Planning

1 Programs for ECS to Grade 6

The programs for ECS to Grade 6 are currently outlined in two documents: **ECS Philosophy, Goals and Program Dimensions** and the **Program of Studies for Elementary Schools.** Both documents share some common elements, including:

- the philosophy and rationale for the programs
- the intended student outcomes or learner expectations.

The organization of the scope and sequence of intended student outcomes differs in the two documents.

Early Childhood Services (ECS) is a voluntary program which may be offered by school boards, private schools and private ECS operators. All ECS programs shall be planned, implemented and evaluated on the basis of the beliefs and principles outlined in **ECS Philosophy, Goals and Program Dimensions.**

Though the enrolment of a child in an ECS program is at the discretion of the parent or guardian, such a large proportion of eligible students are enrolled that the ECS program has become integral to the planning and implementation of elementary programs.

The scope of intended student outcomes in the **ECS Philosophy, Goals and Program Dimensions** is organized by developmental areas: self-concept, health and physical, social, emotional, intellectual and creative. The ECS program provides the first level in the sequence, which then builds to Grade 6. New or revised programs of study for elementary grades will make explicit the connections between the learning intended in the ECS program and that specified in Grade 1.

In the **Program of Studies for Elementary Schools** (available in English or French) the scope of intended student outcomes is defined by subject areas, and the sequence by grade levels.

The defined subject areas of the **Program of Studies for Elementary Schools** include:

Required Subjects
- language arts
- mathematics
- social studies
- science
- art
- music
- physical education
- health

Optional Subjects
- drama
- computer literacy
- second languages.

The **Child Abuse Prevention Unit** of the Elementary Health Program may be offered, but only if authorized by board motion. The **Program of Studies for Elementary Schools** also includes the basic learning resources authorized to support implementation of the programs.

The differences in organization between the ECS and elementary program documents outlined above will be addressed when they are merged into one. The program goals will be examined for consistency, and the continuity from early childhood through Grade 6 within subject areas will be clarified.

For further information about the **ECS Philosophy, Goals and Program Dimensions** and the **Program of Studies for Elementary Schools** contact the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-2037. Fax 422-3745)

For further information about the **Programme d'études pour les Écoles Élémentaires** contact the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-4662. Fax 427-0591)

> The **Program of Studies for Elementary Schools** (available in English or French) and **ECS Philosophy, Goals and Program Dimensions** are available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

2 Education Program Continuity

The Education Program Continuity Policy (ECS through Grade 6) was issued in March 1988. Continuity is an approach to learning and instruction which emphasizes integrating and connecting the total learning experiences of a child. **The intent of the policy is to maximize the overall progress of each student each year.**

The policy document describes eight categories for consideration in policy implementation:

- Principles of Child Development
- Comprehensive Program Specifications
- Comprehensive Program Dimensions
- Shared Education Program Decisions
- Strategies for Instruction
- Strategies for Evaluation
- Administration for Program Continuity
- Course of Action.

The intents of continuity can be achieved in many different ways. Implementation plans developed by schools and jurisdictions should be tailored to local needs.

During the planning and implementation period, school authorities are to:

- review their existing policies and procedures in light of the continuity policy
- determine which of their existing policies or procedures support continuity for students
- develop or revise policies or procedures as needed for policy implementation, and
- provide inservice for staff, parents and community members on program continuity and the policies and procedures which support continuity for students.

It is intended that these activities will be completed by August 31, 1993.

Outlined below are several facets of education program continuity which are implicit in the policy document. Readers are referred to the series of booklets: **Program Continuity: Elementary Education in Action,** Alberta Education, 1990.

a	**Continuity Between Home and School**	Parents are the first and ongoing educators of their children. Schools should enable families to continue their involvement with their children's education. The bridge between home and school enables parents and teachers to exchange information and thereby support student learning. To the extent that the bridge is firmly built, the child will experience continuity or smooth transitions between home and school.
b	**Continuity Across Subject Areas**	There are many connections across the subject areas of the curriculum. Integrating across content areas and providing ways for students to make connections enhance continuity and transfer of learning. Thus, students continue to see the world as a connected whole instead of in fragmented bits.

| c | **Continuity from Grade Level to Grade Level within the Program** | The **Program of Studies** is organized by subject areas and grade levels. The grade levels form a continuum that is designed to meet the developmental level and learning pace of the majority of children. |

Most students will complete a grade level in every subject during each year of school. However, within every group of children there will be a range of individual differences. Individual students may progress more rapidly than others. Some children may require more time to consolidate learning in some curriculum areas rather than in others.

Flexibility in planning for individual student needs is encouraged. Appropriate action for a child who has mastered the objectives of a course of studies at one grade level may include either enrichment at that level or movement onto the next level of the curriculum in that subject area. Age, the number of years in school, or the time of year, need not be the determining factors of a student's movement along the curriculum continuum.

| d | **Continuity Between Curriculum and Assessment** | At the root of program continuity is the teacher's knowledge of each student. Planning for continuity in learning experiences needs to be based on the teacher's knowledge of what the student currently knows and what needs to be learned next. For such diagnostic planning, methods of assessing student progress used by teachers need to reflect the intent, goals and standards of the **Program of Studies**. |

Periodic comparisons of the curriculum standards to external measures such as the Grade 3 and Grade 6 Provincial Achievement Tests will also assist in maintaining the overall performance of educational systems.

| e | **Continuity from Teacher to Teacher** | When students are taught by more than one teacher or move into another learning group, coordination by teachers will be necessary to ensure continuity for the students. Coordinated planning enhances continuity in many areas, but is particularly beneficial with respect to continuity across subject areas. |

| f | **Continuity from School to School** | When changing schools, student learning will be enhanced by smooth transitions. As little disruption as possible to the student will occur when the originating schools and teachers provide full information on student attainment levels and individual learning traits. The information can be referenced directly to the **Program of Studies** to assist the receiving school in providing the needed continuity in learning. |

> The **Education Program Continuity Policy** (ECS through Grade 6) is available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

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<tr><td>**3**</td><td>**School Program Organization**</td><td>In implementing programs, school jurisdictions and schools are to develop methods of organization and program delivery that best meet the educational needs of their students. There are many different ways to organize that will enable students to attain the objectives of the **Program of Studies.**</td></tr>
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In implementing programs, school jurisdictions and schools are to develop methods of organization and program delivery that best meet the educational needs of their students. There are many different ways to organize that will enable students to attain the objectives of the **Program of Studies.**

Though the program goals are organized by subject and by grade, school organization and methods of instruction are determined locally. For example, there are many effective methods of instruction that integrate learning across several subject areas. In addition, school organization can involve multi-age and multi-grade methods of grouping that support student learning.

Each year, schools are required to describe their particular program organizations and to submit these descriptions to the appropriate **Regional Office of Alberta Education,** using the **School Program Plan.** ECS private operators must submit a **Notice of Intent** to the **Regional Office of Alberta Education** and keep program plans on file.

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a | Organizing Time

Time is a valuable resource and its use requires careful planning. Various methods of scheduling can be used in order to:

- meet the diverse needs, abilities and interests of students

- ensure a balanced program

- accommodate school-wide sharing of space and resources.

While a number of provincially prescribed programs of study and support documents mention recommended instructional time for different subject areas, the scheduling of instructional time is a local matter. School jurisdictions should ensure that sufficient time is provided for students to achieve the goals of the elementary program. Recommended minimum subject times are stated in the **Program of Studies for Elementary Schools.**

Three requirements apply in this area:

- A minimum of 950 hours of instructional time per year must be provided for students in Grades 2 to 6. For Grade 1, alternative minimum times enabling a smooth transition from ECS, must be reported to the **Director, Regional Office of Alberta Education.** This requirement will be effective September 1, 1991. During the 1991-92 and 1992-93 school years exceptions may be approved by the **Director, Regional Office of Alberta Education.** Instructional time is defined as time scheduled for purposes of instruction, testing, and other student activities where direct student-teacher interaction and supervision are maintained. Supervised recesses are not included.

- Where ECS programs are offered, approved operators shall provide at least 400 hours of program activities for each child in a centre during a fiscal year, or at least 18 in-home visits of one-and-a-half hour duration or more to each child in an in-

home program during a fiscal year, or the equivalent in a combination of centre hours and in-home visits (for clarification see the **Alberta Education Policy Manual** available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**).

- In programs using a language other than English or French as a language of instruction, the regulations regarding percentage of times in each language must be followed (see the **Alberta Education Policy Manual** for clarification).

| b | ## Grouping of Students |

Decisions about assigning students to learning groups or classes are a local matter. In order to meet the learning needs of students in the best way possible, these decisions should take into account information about such elements as student skills, interests, achievement level, age, motivations and parental concerns.

| c | ## Selecting Learning Resources |

In terms of provincial policy, learning resources are those print, non-print and electronic software materials used by teachers or students to facilitate teaching and learning. Many learning resources, both publisher developed and teacher made, are available for use in implementing elementary programs. Decisions about the selection and use of resources are a local matter and should take into account the students' skill levels, interests, motivations and stages of development.

As of 1990, Alberta Education authorizes student learning resources in two categories: basic and support. Authorization indicates that the resources meet high standards and can contribute to the attainment of the goals of the program. However, the authorization of resources does not require their use in program delivery.

Basic Learning Resources

Basic student learning resources are those resources authorized by Alberta Education as the most appropriate for addressing the majority of learner expectations of the course(s), substantial components of course(s), or the most appropriate for meeting general learner expectations across two or more grade levels, subject areas, or programs as outlined in provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video.

Support Learning Resources

Support student learning resources are those resources authorized by Alberta Education to assist in addressing some of the learner expectations of course(s) or components of course(s); or assist in meeting the learner expectations across two or more grade levels, subject areas, or programs as outlined in the provincial programs of study. These may include any resource format; e.g., print, computer software, manipulatives or video.

Basic student learning resources are listed in Section D of each subject area and in the Interdisciplinary Learning Resources section on page xii of the **Program of Studies for Elementary Schools.**

Support learning resources for students are listed in curriculum guides, teacher resource manuals, and in information updates that are sent to the schools.

Basic and some support learning resources are available for purchase from the **Learning Resources Distributing Centre (LRDC), 12360 - 142 Street, Edmonton, Alberta, T5L 4X9** (Telephone 427-2767. Fax 422-9750), and are listed in the LRDC **Annual Buyers Guide** and **Buyers Guide Supplements.** Other supplementary resources can be specially ordered through the LRDC or purchased directly from the publisher or producer.

A 25% subsidy is applicable to basic learning resources that are purchased from the LRDC by eligible or approved school authorities.

Many authorized audiotapes and videotapes are available for a nominal dubbing fee, from **ACCESS NETWORK, Media Resource Centre, 295 Midpark Way S.E., Calgary, Alberta, T2X 2A8** (Telephone 256-1100. Program Information Line 1-800-352-8293. Fax 256-6837) and are listed in the **Audio–Visual Catalogue** available from **ACCESS NETWORK.**

| d | **Support Materials for Teachers** |

The **Program of Studies** is a statement of the intended student outcomes to be used throughout the province. However, school organization and teacher methodology are not mandated at the provincial level and may vary from class to class and school to school in order to meet the needs of the students. Teacher resource manuals, curriculum guides, monographs and other support materials are designed to assist teachers and school systems in interpreting and implementing the **Program of Studies.**

Information about teacher resource manuals, other support materials and inservice activities can be obtained from the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-2984. Fax 422-3745)

Teacher resource manuals and some support documents are available from the **Learning Resources Distributing Centre (LRDC), 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.** (Telephone 427-2767. Fax 422-9750)

4 Assessment, Expectations and Evaluation

The assessment and evaluation of student progress in relation to the expectations outlined in the **Program of Studies** is important for three reasons:

- Such knowledge is essential for planning effective learning activities appropriate for each student;

- The information is important for reporting student progress clearly to both students and parents;

- Information on student progress is important in evaluating program effectiveness.

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a Student Assessment and Program Planning: The Diagnostic Cycle

Knowledge about each student's current achievement levels and ways of learning is essential in matching learning activities to student learning needs. Such information is collected in a variety of ways, and feeds into the planning and instruction processes to become part of the diagnostic teaching cycle.

Provincial diagnostic assessment programs are designed to assist schools in meeting the needs of students in their classrooms by linking assessment to instruction. These programs provide a systematic approach to observing and interpreting students' skills and abilities and include suggestions for follow-up instruction. The diagnostic information is used in making decisions that will help students to build upon what they have accomplished. The **Diagnostic Reading Program,** for example, provides instruments, evaluation strategies and instructional strategies that help to meet the needs of individual students as they learn to read and as they increase their competency as readers. Other diagnostic programs are being developed that will enable the creation of individual student profiles in mathematics and in communication skills across all curriculum areas. Using diagnostic assessment will enable schools to offer appropriate instruction that will enhance the learning of their students.

The **Diagnostic Reading Program** is available from the **Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta, T5L 4X9.**

For further information about provincial diagnostic programs, contact the **Student Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-2948. Fax 422-4200)

| b | **Evaluating and Reporting Student Progress in Relation to Expectations** |

The **Program of Studies** outlines the intended student outcomes or expectations for student learning. These expectations indicate what a student needs to know and be able to do in order to proceed from grade level to grade level of the curriculum. The degree of specificity of the expectations varies somewhat from subject area to subject area and the statements tend to be more qualitative than quantitative in nature. Thus, teachers play a crucial interpretive role as they evaluate each student's progress in relation to the expectations stated in the **Program of Studies**.

In communicating student progress to parents, students, teachers and others, the methods for recording and reporting are a local matter. Many jurisdictions use a combination of cumulative files, report cards, portfolios and conferences to document and share information about what levels students have reached in their learning and other aspects of their life in school. The methods the schools use need to enable parents to understand the program and their child's progress within the program.

| c | **Evaluating Program Effectiveness** |

In addition to providing the basis for evaluating student progress, the standards of the curriculum provide a framework for evaluating program effectiveness. The collective gain of students along each strand of the program can signal the degree of effectiveness of the learning activities being used in the implementation.

Schools will need to use a variety of tools for gathering data useful in program evaluation. The **Provincial Achievement Testing Program** can provide some useful information regarding student achievement. The **Student Achievement Testing Program Bulletin** states the following:

> The Achievement Testing Program provides Alberta Education, school jurisdictions, and the public with information significant at the provincial and local levels about student knowledge, understanding, and skills in relation to program objectives. The program is not intended to provide information to be used for student placement or promotion.

The **Provincial Achievement Testing Program** provides essential information for the assessment of the provincial educational system. The program is not designed to provide a complete measure of individual student performance, and the results for any small group should be used with great care, given the many factors that can skew the results for small samples.

For further information, about the **Provincial Achievement Testing Program,** contact the **Student Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-2948. Fax 422-4200)

Elementary Programs (ECS to Grade 6): Additional Program Information

1 Regional Offices of Alberta Education

The **Regional Offices of Alberta Education** work in cooperation with boards and local school authorities to ensure the quality of teaching, programs and schools. Each regional office has a staff of consultants and a director who provide consultation, monitoring, evaluation, mediation and information about programs.

To arrange for services from the regional office serving your area, follow the procedures adopted by your local school system. See page 53 for further information.

2 Instruction in Languages Other than English

Additional information about instruction in languages other than English is available from the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 427-2940. Fax 427-0591), and from the **Alberta Education Policy Manual** available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

a French Language Education

Section 5 of the **School Act** states that, if a parent has rights under section 23 of the **Canadian Charter of Rights and Freedoms,** the children are entitled to receive instruction in French in accordance with those rights wherever in the province those rights apply. School jurisdictions should refer to the **Language Education Policy for Alberta** (1988).

b French Immersion Programs

According to section 6 of the **School Act,** a board may authorize the use of French as a language of instruction. School jurisdictions are asked to refer to the **French Language Immersion Regulation** and the **Language Education Policy for Alberta** (1988).

| c | **Bilingual Programs** | According to section 6 of the **School Act**, a board may also authorize the use of a language other than English or French as a language of instruction. The maximum amount of time this language may be used for instructional purposes is 50% of the school day. School jurisdictions are asked to refer to the **Languages Other than English or French Regulation** and the **Language Education Policy for Alberta** (1988). |

A Ukrainian language arts program for Grades 1-6 has been developed provincially and is available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

| 3 | **Second Language Programs** | Second language courses have been developed provincially in French, Cree and Blackfoot. |

One program is available for French at the elementary level. The nine-year program is intended for students beginning their study of French in Grade 4. Guidelines for the teaching of French as a second language in Grades 1 to 3 are available from the **Language Services Branch.**

The Cree and Blackfoot programs are intended for students beginning their study of these languages in Grade 1.

Other locally developed programs may be available. A provincial generic language arts curriculum framework will be developed for locally developed bilingual programs. For further information, contact the **Language Services Branch.**

| 4 | **English as a Second Language** | Schools with students learning English as a second language should refer to the **English as a Second Language Policy** in the **Alberta Education Policy Manual** and the **Language Education Policy for Alberta** (1988). |

For further information about curricular documents, contact the **Language Services Branch** or your local **Regional Office of Alberta Education.**

| 5 | **Special Education: Education Response Centre** | The **Education Response Centre** (E.R.C.) provides leadership and support in special education, guidance, assessment and counselling. It identifies provincial special education needs and designs initiatives to meet these needs. Further, it is responsible for developing support documents, planning professional development activities, designing special education policies, establishing a reference centre, providing information services and operating the **Alberta School for the Deaf** and the **Materials Resource Centres for the Visually Impaired.** |

For further information regarding special education programs, please contact the **Education Response Centre, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2** (Telephone 422-6326. Fax 438-4777); or the appropriate **Director, Regional Office of Alberta Education.**

| **a** | **Special Education Programs** | Provision for exceptional students has been made by Alberta Education through the development of a program of studies for special education. Curriculum guides are available in the following categories: educable mentally handicapped, trainable mentally handicapped, dependent handicapped, visually impaired and hearing impaired. |

Resources for Special Education and Guidance and Counselling: An Annotated List (1989) can be requested from **Special Educational Services, Education Response Centre, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2.** (Telephone 422-6326. Fax 438-4777)

| **b** | **ASPEN and Response Line Services** | The **Education Response Centre** shares information with teachers in standard print form and through the networks of **ASPEN** and the **Response Line Services.** |

- **ASPEN,** the Alberta Special Education Network, is a province-wide, computer-based information and communications network available to parents, teachers and health and social service professionals who have access to a personal computer, communications software, a modem, and a telephone line. For further information, call the **ASPEN** Administrator at 422-6326.

- The **Response Line Services** are toll-free and provide a message library and response line operators. The message library provides a brief, recorded message on special education programs and services at the local, regional and provincial levels. In Edmonton and local area, call 422-0266; all other locations, dial 0 and ask the long distance operator for Zenith 22126. Response line operators can provide more indepth information, suggest a more appropriate agency or individual, and connect or reconnect with the message library. In Edmonton and local area, call 422-0274; all other locations, dial 0 and ask the long distance operator for Zenith 22262.

| **6** | **Alberta Correspondence School** | The **Alberta Correspondence School** can enhance student learning by providing educational programs that supplement or replace classroom instruction. |

For further information about the services available, registration procedures, fees and course materials, please contact the **Student Services Department, Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2PO.** (Telephone 674-5333. Fax 674-6561)

| a | Registration Procedures | Students under 16 years of age who are attending a school operated by a board shall obtain the approval of the superintendent, principal or designate, prior to registering in **Alberta Correspondence School** courses.

Registration fees for students who are directed to enrol in **Alberta Correspondence School** courses are the local school authority's responsibility. This applies to students of all ages.

Alberta students who are living in unorganized territories or who are temporarily residing out of province may apply directly to the **Alberta Correspondence School**. Alberta Education will assume the registration fees for Alberta students who are under 19 years of age and living in unorganized territories. |

| b | Student Progress | In the case of students who are attending school, the **Alberta Correspondence School** will send to principals status reports on student progress at regular intervals throughout the year.

The principal, counsellor, superintendent or designate should assist the student in selecting suitable courses, obtaining the required textbooks and other materials, establishing timetable periods for correspondence study, and monitoring progress. |

| c | Learning Resources | The **Alberta Correspondence School** does not lend textbooks that are currently available from the **Learning Resources Distributing Centre**. Students may purchase the required textbooks from the **Learning Resources Distributing Centre** or may obtain books from their school if provided for in board policies. Out-of-print textbooks, identified in **Alberta Correspondence School** handbooks by a double asterisk, may be borrowed by a student registered in an **Alberta Correspondence School** course provided the student submits a refundable deposit. Other learning resources, such as computer software, laboratory kits, audiotapes, and videotapes, which are integral to a correspondence course package, are available from the **Alberta Correspondence School**. Please consult **Alberta Correspondence School** handbooks and the **LRDC Annual Buyers Guide** and **Buyers Guide Supplements** regarding availability and costs of learning resources. |

| d | Home Education (by Alberta Correspondence School) | Parents or guardians who wish to provide their children with a home education program that uses **Alberta Correspondence School** courses shall notify in writing either the resident board, or a willing non-resident board and the resident board.

Information is provided in the **Alberta Education Policy Manual** available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2**, and the **Handbook for Elementary Students** available from the **Alberta Correspondence School, Box 4000, Barrhead, Alberta, T0G 2P0**. (Telephone 674-5333. Fax 674-6561)

For further information about home education refer to the **Alberta Education Policy Manual** and **Alberta Education Regulations**. |

7 Native Education

The **Native Education Project** of Alberta Education has been established to provide support to Native students. The province provides special grants to school systems with significant numbers of Native students. Basic and other classroom resources (print and video), a teacher resource catalogue and Native language programs have been developed by the **Native Education Project**. The project will also assist in dealing with issues in Native education that concern students, parents and school employees, and will help inservice teachers and administrators who would like to be better informed about Native education initiatives.

Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta (1987) states that the understanding and awareness of all students in Alberta about Native cultures, lifestyles and heritage should be increased. Native issues and culture may be explored in social studies, art, drama, science and other areas of the curriculum. Students, teachers and administrators may also explore Native issues in Alberta through a locally developed Native studies course.

Native Education in Alberta's Schools: Policy Statement on Native Education in Alberta (1987) is available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

Blackfoot and Cree language and culture programs are also offered in the province. More information on these is available from the **Language Services Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-2940. Fax 427-0591)

For further information, refer to the **Alberta Education Policy Manual,** or contact the **Native Education Project, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-2043. Fax 422-5256)

8 Religious Studies

Religious studies may be developed and offered at the discretion of the local school board pursuant to section 33 of the **School Act.**

9 Technology Integration

Alberta Education is active in the integration of technology into curriculum and the identification of appropriate resources that improve the learning process.

Technology integration is defined as the process of incorporating technology into the curriculum to assist in the learning process. Technology is not limited to tools such as calculators and computers, but also includes audio/videotapes, print and non-print resources, and delivery mechanisms such as facsimile machines.

The integration of technology is important in designing learning experiences for students. A basic guideline in the integration of technology into the curriculum is to target situations where technology helps to meet the needs of the students; where there are available resources, and it increases the efficiency of program delivery.

For further information on technology integration, contact the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2** (Telephone 422-4872. Fax 422-5129)

10 School Libraries

Students in Alberta schools should have access to an effective school library integrated with instructional programs to provide opportunities for students to achieve the Goals of Basic Education for Alberta.

The services and activities of a school library are not peripheral or supplementary to the school's instructional program; they are an essential and dynamic part of it. The planned and purposeful use of resources by students can widen, deepen and personalize their learning and assist them to grow in their ability to find, generate and evaluate information. As a resource centre, the school library should be a place where students can pursue their educational interests.

The coordination and integration of library services within the school program will be enhanced by cooperative planning between teachers and learning resources staff.

For information, refer to **Focus on Learning: An Integrated Program Model for Alberta School Libraries** and the **Alberta Education Policy Manual.** Both are available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

For further information on school libraries, contact the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 422-4872. Fax 422-5129)

11 Student Attendance

- Attendance at school is compulsory for eligible students who, as of September 1, are 6 years of age or older and are younger than age 16 (School Act, section 8(1)).
- Section 44(3)(b) of the Act allows school boards to make rules respecting the attendance of students at school.
- Section 7(b) sets out expectations for student conduct, including regular attendance at school.

Children may be exempted by parental request, from two components of the health program: **Theme V, Human Sexuality,** and the **Child Abuse Prevention Unit.**

For information on further exemptions by parental request, refer to section 8 of the **School Act.**

12 Provincial Achievement Testing Program

Results from the **Provincial Achievement Testing Program** provide some information on the effectiveness of educational programs in meeting the goals and standards of the provincial curriculum. Results significant at the school, jurisdiction, and provincial levels provide a basis for monitoring and delivering improved programs to Alberta children. The **Provincial Achievement Testing Program** provides the opportunity to compare local achievement results with provincial standards which are reported after each administration. Provincial assessment is conducted at Grades 3, 6 and 9 in language arts, social studies, mathematics and science on a four-year cyclical basis. The results from this program are reported in September of each year.

Achievement Test Schedule:

Tuesday, June 12, 1990

Grade 3 Mathematics
Grade 6 Science*
Grade 9 English Language Arts

Thursday, June 14, 1990

Grade 9 French Language Arts/Français

Tuesday, June 11, 1991

Grade 3 Science
Grade 6 Mathematics*
Grade 9 Social Studies*

*Please Note:
A French translation of these tests is available for francophone and French immersion program students. The French translation shall be administered at the same time as the English version.

Information bulletins on the achievement testing program are published annually.

For further information, contact the **Student Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-2948. Fax 422-4200)

Administration

Administration:
The School Act

The **School Act** sets out the legal parameters that govern the education of students in the Province of Alberta. The operation, management and powers of boards are outlined in the Act.

The **School Act** enables the Minister to set regulations in particular areas. Regulations indicate what is required by law, or enable action under the law. In addition, they provide clarification of key words and concepts used in legislation.

Provincial policies outline Alberta Education's position on significant educational issues.

Procedures specify how a policy will be administered. They outline mandatory and discretionary activities, responsibilities and funding mechanisms.

The governance of education in Alberta is guided by the following principles:

- policies and procedures rather than rules and regulations will continue to be used for setting educational goals and directions
- the province will continue to provide consistent direction, while encouraging flexibility and local discretion at the board and school level by keeping regulations to a minimum
- Alberta Education's regulations, policies and procedures must be consistent with the objectives and underlying principles of the **School Act**.

The **School Act** is available for $5 from the **Queen's Printer, Publication Services, 11510 - Kingsway Avenue, Edmonton, Alberta, T5G 2Y5.** (Telephone 427-4952. Fax 451-4109)

1 Role of the Principal

Instructional leadership is essential for an effective ECS/elementary instructional program. The **School Act** (section 15) states that the principal of a school must:

- provide instructional leadership in the school;
- ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to the Act;
- evaluate or provide for the evaluation of programs offered in the school;
- direct the management of the school;
- maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the board;
- promote cooperation between the school and the community that it serves;
- supervise the evaluation and advancement of students;
- evaluate or provide for the evaluation of the teachers employed in the school;
- subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the board.

2 Role of the Teacher

The **School Act** (section 13) states that a teacher while providing instruction or supervision must:

- provide instruction competently to students;
- teach the courses of study and education programs that are prescribed, approved or authorized pursuant to this Act;
- promote goals and standards applicable to the provision of education adopted or approved pursuant to this Act;
- encourage and foster learning in students;
- regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- maintain, under the direction of the principal, order and discipline among the students while they are in the school or on the school grounds and while they are attending or participating in activities sponsored or approved by the board;
- subject to any applicable collective agreement and the teacher's contract of employment, carry out those duties that are assigned to the teacher by the principal or the board.

Administration:
The Alberta Education
Policy Manual

The **Alberta Education Policy Manual** contains provincial policies and regulations that affect the operation of schools, and has been developed for school boards, private schools, private ECS operators and others for the following purposes:

- to communicate the position of Alberta Education with regard to key policies

- to provide direction to school boards, private schools, and ECS private operators who wish to access provincial resources

- to provide convenient, "first-stop" shopping to school boards, private schools, and ECS private operators through the integration of legislation, regulations, policies and procedures in one document.

The following provincial policies are relevant to the administration of ECS programs and elementary schools.

1 Education Programs and Delivery	Policy	Document Number
	Delivery of Basic Education and Instruction	
	Public and Separate Schools	02-01-01
	Early Childhood Services	02-01-02
	Private Schools	02-01-03
	Home Education	02-01-04
	Native Education Projects	02-01-06
	Controversial Issues	02-01-07
	Special Education Services	
	Special Education	02-02-01
	Students in Institutions	02-02-03
	Resident Students of Government	02-02-04

Schools operate under the direct authority of the board or school governing authority. All actions undertaken by the principal, as referenced in this handbook, shall be in accordance with board policy. Local policies and procedures shall be consistent with the requirements of Alberta Education.

> The **Alberta Education Policy Manual** is available, upon written request, from **Central Support Services, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.**

Administration:
Regulations

The following sections provide a synopsis of those regulations that are relevant to the operation of ECS programs and elementary schools. For the complete regulations, refer to the **Alberta Education Regulations** binder or to the **Alberta Education Policy Manual**. The sections of the **School Act** to which these regulations refer and the regulation numbers are noted.

1 Early Childhood Services
Section 24(3)
Alta. Reg. 35/89

This regulation sets out the requirements for the operation of early childhood services programs, and includes information on safety standards, programs, policies, record keeping, financial reporting and insurance.

2 French Language Immersion
Section 6(2)
Alta. Reg. 36/89

This regulation allows a board to authorize a French Language Immersion program where more than 50% of the instruction is in the French language, by passing a resolution and informing the Minister to this effect in writing.

3 Home Education Program
Section 23(3)
Alta. Reg. 37/89

This regulation recognizes a parent's right to choose a home education program, provided that the program meets the requirements of the regulation and is under the supervision of a board.

The regulation provides parents with two alternatives with regard to supervision. They may notify their resident board of their desire to educate their child at home, or they may contact a willing non-resident board for supervision and notify their resident board accordingly.

Provided the parent meets all the criteria for notification in section 2 of the regulation, and the home education program meets all the requirements of section 3 of the regulation, the board shall then supervise the program. A willing non-resident board must notify the resident board if it is supervising the program.

The regulation also provides for the termination of a home education program when the requirements of the regulation are not met.

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4 Languages Other than English or French
Section 6(2)
Alta. Reg. 38/89

This regulation allows a board to authorize, by resolution, a program that offers instruction in a language other than English or French by informing the Minister in writing to this effect.

English shall be used as the language of instruction for not less than 50% of the instructional time for each student.

A board may commence a third language course if English is used for not less than 35% of the instructional time, or an equivalent amount of time in a semestered program.

Section 74(2) of the **School Act** now allows a board to employ a competent individual to teach a language or culture under the supervision of a certified teacher.

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5 Private Schools
Section 22(6)
Alta. Reg. 39/89

This regulation sets out the requirements for registered and accredited private schools.

The application for registration includes the minimum requirements and the additional requirements for accreditation.

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6 Student Evaluation
Section 25(3)(c)
Alta. Reg. 40/89

This regulation describes how tests, examinations or other methods for the evaluation of student ability, achievement or development may be prescribed by the Minister. It provides for directives to be issued that will outline Alberta Education's administrative and procedural requirements for evaluating students.

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7 Student Record
Section 18(8)
Alta. Reg. 213/89

This regulation sets out a list of what a student record shall contain, the length of time it must be retained, and deals with access to the record.

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8 French Language Education
Section 5(2)

This regulation, still under development, will address the right to a French language education in accordance with section 23 of the **Canadian Charter of Rights and Freedoms.**

Administration:
Handbooks and Bulletins

Handbooks and bulletins are developed to assist school boards, principals and teachers to implement the objectives and underlying principles of the **School Act.**

Three handbooks comprise the **Guide to Education:** the **Elementary School Handbook (ECS to Grade 6), the Junior High School Handbook** and the **Senior High School Handbook.** These are issued under the authority of the Department of Education.

Alberta Education produces the **Alberta Education Policy Manual** which contains details of the relevant legislation, regulation, policy and procedures. This manual should be consulted first when information regarding departmental policy is required.

School Act Information Bulletins will provide information and clarification of some sections of the **School Act,** on a periodic basis.

The following bulletins are available from the **Student Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta T5K 0L2** (Telephone 427-2948. Fax 422-4200):

- **Student Achievement Testing Program Bulletin. Grades 3 and 6.**

- Bulletin du **Programme de Tests de Rendement.** 6e Année.

- General Information Bulletin: Achievement Testing Program.

Administration:
Additional Requirements

1 Information Bulletin on Human Sexuality Education (May 1989)

Introduction

This information bulletin is intended to provide information to school boards on a significant policy revision affecting human sexuality education in Alberta schools.

Under the authority of the School Act, 1988, section 25(1)(a), the Minister of Education has ordered that the human sexuality components of the Grades 4, 5 and 6 Health program, Grades 7, 8, and 9 Health and Personal Life Skills program, and the Career and Life Management 20 program will be prescribed beginning with the 1989-90 school year. Every board operated school offering these courses shall ensure that the human sexuality component is offered to all students. Parents have the right to exempt their child from school instruction in human sexuality education.

Background

Albertans have shown a growing interest in the role of the school in teaching human sexuality education. This has created a need to reconsider Alberta Education's policy on this important issue. Human sexuality education has been an optional (local board decision) component of current health curricula for Alberta schools. A number of individuals, agencies, and organizations have recommended that this policy be revised in light of the findings and recommendations of various provincial and national studies. After consulting widely with Albertans on this issue, the Minister of Education has decided to ensure universal access to human sexuality education for all students in Alberta schools operated by boards.

Procedures

- Every school operated by a board shall provide human sexuality education to students in Grades 4 through 9, and in at least one senior high course required of all students.

- Human sexuality education shall be taught within the normal school day.

- Human sexuality education may be offered through different instructional structures. The goals and objectives outlined in current programs (Health, Health and Personal Life Skills, Career and Life Management) for human sexuality education are prescribed, but need not be offered exclusively through those courses. Many schools have developed very successful programs through family life or religion classes.

- Parents shall be advised, prior to the start of human sexuality instruction, of their right to exempt their child from this course component.

- Parent information nights to meet the teachers, and ongoing chances to review learning resources and teaching concepts are strongly recommended.

- Schools will provide alternative learning experiences for those students who have been exempted by their parents from human sexuality instruction.

For additional information, contact your **Regional Office of Alberta Education.**

2 Use of Human Tissue and Fluid in Educational Programs (September 1987)

Alberta Education has reviewed recent information and concerns expressed by the scientific community about the potential risk of transmitting hepatitis or AIDS through activities that involve the extraction and analysis of samples of human fluid or tissue. The department also has reviewed the current inclusion of such activities as cheek cell scrapes and the taking of blood samples in curriculum. While these activities have been considered acceptable providing that rigorous procedures were followed in the handling, sterilizing and disposal of human tissue and fluid samples and equipment, there is growing concern that even with appropriate procedures a risk to individuals may remain.

Alberta Education, after consultation with the Canadian Red Cross Society and the Sexually Transmitted Disease Control Branch of Alberta Community and Occupational Health, believes that the educational value of the activities noted no longer can justify the health risks to those involved. In a time of uncertainty as to the potential risk of infection from hepatitis and AIDS, Alberta Education firmly believes that the safety and well-being of students, teachers and other school staff must be our first consideration. **Therefore all activities involving the extraction and analysis of samples of human fluid or tissue are now prohibited in Alberta schools.**

Alberta Education will develop guidelines and alternative activities for dealing with components of the educational programs that involve these areas of study. Publishers of learning resources used in schools will be informed of Alberta's position and will be asked to make adjustments accordingly.

For further information or clarification, please contact the **Regional Office of Alberta Education** serving your area, or the **Curriculum Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2.** (Telephone 427-2984. Fax 422-3745)
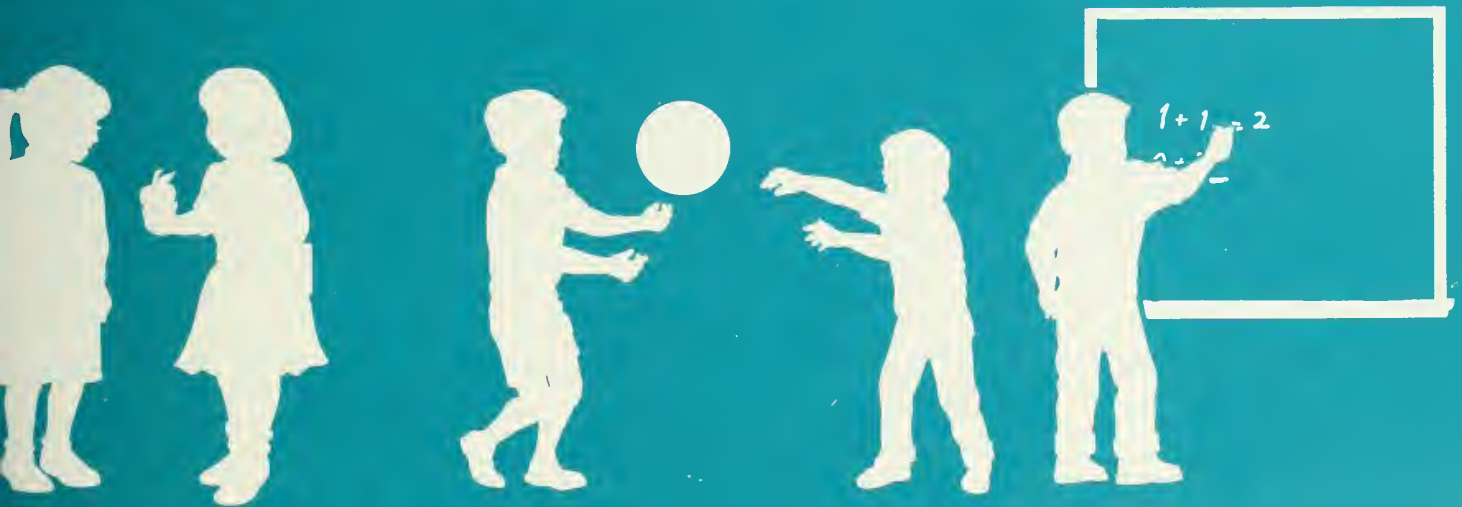
Appendices

	COURSE	89-90	90-91	91-92	92-93	93-94	94-95	95-96
R E Q U I R E D	Social Studies (E or F)		▓					
	Mathematics (E or F)				▓			
	Science (E or F)					▓		
	Language Arts (E or F)			E				
	Health (E or F)						▓	
	Physical Education (E or F)						▓	
	Art (E or F)							
	Music (E or F)	E	F 1-3	F 4-6				
O P T I O N A L	Drama							
	Computer Studies			Integrated with other subjects as they are revised				
	French as a Second Language				▓			
	English as a Second Language					▓		
	Blackfoot		▓					
	Cree	▓						
	Ukrainian Language Arts			▓				

Legend:
- E   English
- F   French
- ▓   Provincial Implementation

Note: Programs may be available prior to the provincial implementation dates scheduled above.

Program continuity from ECS to Grade 6 will be considered as each subject area is reviewed. However, ECS programs will continue to be integrated, reflecting the approach outlined in **ECS Philosophy, Goals and Program Dimensions**.

Appendix II: Alberta Education Curriculum Resources and Other Reference Documents

The following list includes curriculum resources and other reference documents. The curriculum resources are organized by subject area and include elementary curriculum guides, teacher resource manuals and other support material produced by Alberta Education. The list of other reference documents is not meant to be comprehensive, but includes material that will be of particular interest to those people involved with ECS to Grade 6 schooling. Alberta Education documents are available from **Central Support Services (CSS)**, the **Learning Resources Distributing Centre (LRDC)**, the **ACCESS NETWORK**, the **Queen's Printer (QP)**, and **Grants Planning and Administration (GPA)**. Ordering information is provided on pages 51 and 52 of this appendix.

1 Curriculum Resources

General	*Elementary Program of Studies	Amended 1989	CSS
	*ECS Philosophy, Goals and Program Dimensions	1984	CSS
Art	*Art Curriculum Guide	1985	CSS
	*Art Teacher Resource Manual	1985	LRDC
	Elementary Art Slide Set	1988	LRDC
	Encounters (Guidebook and Videotapes)	1988	ACCESS
Computers	Computer Literacy Curriculum Guide	1985	CSS
	Elementary Computer Literacy Integrated Teaching Unit	1983	LRDC
	Elementary Computer Literacy Discrete Teaching Unit	1983	LRDC
	Implementing Computer Literacy Programs in Schools	1983	LRDC
	Informatique (glossaire)		LRDC
Cree	Program of Studies	1989	CSS
	Cree Curriculum Guide		CSS
Drama	Drama Curriculum Guide	1985	CSS
	Elementary Drama Teacher Resource Manual	1985	LRDC
	Drama Reference (Guidebook and Videotapes)	1987	ACCESS

*Also available in French.

English as a Second Language	English as a Second Language/Dialect: Guidelines and Suggestions for the Administration and Organization of Programs (Interim Edition)	1982	CSS
	ESL Instruction in the Elementary School: Curricular Guidelines and Suggestions	1987	LRDC
	English as a Second Language: A Selective Bibliography of Supplementary Learning Resources	1988	LRDC
French Language Arts	Le français à l'élémentaire, programme d'études - français langue maternelle	1988	CSS
	Le français à l'élémentaire, programme d'études - français immersion	1988	CSS
	Le français à l'élémentaire, guide pédagogique - 1er cycle élémentaire, français langue maternelle	1988	CSS
	Le français à l'élémentaire, guide pédagogique - 2e cycle élémentaire, français langue maternelle	1988	CSS
	Le français à l'élémentaire, guide pédagogique - 1er cycle élémentaire, français immersion	1988	CSS
	Le français à l'élémentaire, guide pédagogique - 2e cycle élémentaire, français immersion	1988	CSS
Health	*Health Curriculum Guide	1983, reprinted 1985	CSS
	*Elementary Health Teacher Resource Manual	1983	LRDC
	Child Abuse Prevention Teacher Resource Manual	1989	LRDC
Language Arts	Language Arts Curriculum Guide	1982, reprinted 1985	CSS
	Diagnostic Reading Program	1986	LRDC
Mathematics	*Mathematics Curriculum Guide	1982	CSS
	Elementary Mathematics Supplementary Learning Resource Manual	1983	LRDC

*Also available in French.

	*Let Problem Solving Be the Focus for the 80's	1983	LRDC
	Guidelines for the Use of Calculators, Grades 1-12	1981	LRDC
Music	*Music Curriculum Guide	1989	CSS
Physical Education	*Physical Education Curriculum Guide	1983, reprinted 1985	CSS
	Elementary Physical Education (Inservice Manual and Videotapes)	1983	ACCESS
	*The Fitness Dimension	1986	LRDC
	Integrating Physically Disabled Students into Physical Education	1985	LRDC
	Éducation Physique (glossaire)		LRDC
Science	*Science Curriculum Guide	1983	CSS
Social Studies	*Social Studies Curriculum Guide	1981	CSS

Social Studies (continued)

The revised elementary social studies program of studies was distributed to schools for optional implementation in September 1989. Provincial implementation is scheduled for September 1990. The following resources are available to accompany the revised program:

	Social Studies Teacher Resource Manual, Grades 1-3	1989	LRDC
	Social Studies Teacher Resource Manual, Grades 4-6	1989	LRDC
	Social Studies Inservice Package		
	No. 1 Overview	1988	ACCESS
	No. 2 Encouraging Thinking	1989	ACCESS
	No. 3 Elementary	1989	ACCESS
Ukrainian	Program of Studies		CSS
	Language Arts		CSS
	Social Studies		CSS

*Also available in French.

2 Additional Reference Documents

This list contains several key reference documents and their sources. For further information on Alberta Education documents, please refer to pages 51 and 52 of this appendix.

Title	Date	Source
*Achievement Tests (past tests)		LRDC
*Achievement Tests (information bulletins)	1989	SEB
Alberta Education Policy Manual	1989	CSS
Developmental Framework Students' Interactions: the Social Sphere	1988	LRDC
Developmental Framework Students' Physical Growth: Physical Dimension	1988	LRDC
*Developmental Framework Students' Thinking: Cognitive Domain	1987	LRDC
ECS Program Unit Grants: A Handbook for ECS Operators	1989	ERC
Early Childhood Services - Programme en français		CSS
Early Childhood Services Special Needs: Handbook on Grant Procedures and Interpretations	1989	GPA
Educating Gifted and Talented Students Teacher's Manual	1986	LRDC
Education Program Continuity: ECS through Grade 6	1988	CSS
ESL Instruction in Elementary School: Curriculum Guidelines and Suggestions	1987	LRDC
Focus on Learning: An Integrated Program Model for Alberta School Libraries	1985	CSS
FSL Handbook	1980	LRDC
FSL Nine-Year Program (Grades 4-12)	1979	CSS
Individualized Program Plans	1989	LRDC
Native Education in Alberta Schools: Policy Statement on Native Education	1987	CSS
Parent Resources Inventory	1989	LRDC
Program Continuity: Elementary Education in Action	1990	LRDC

*Also available in French.

School Act	1988	QP
School Grants Manual	1989	GPA
Special Education Manual	1987	CSS
Teaching Thinking: Enhancing Learning	1990	LRDC
The Writing Process Using the Word Processor	1988	School Sup't

ERC	=	Education Response Centre, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2 (422-6326).
SEB	=	Student Evaluation Branch, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2 (427-2948).
QP	=	Queen's Printer, Publication Services, 11510 - Kingsway Avenue, Edmonton, Alberta, T5G 2Y5 (427-4952).
GPA	=	Grants Planning and Administration, 11160 - Jasper Avenue, Edmonton, Alberta, T5K 0L2 (427-2055).
CSS	=	Central Support Services, 11160 – Jasper Avenue, Edmonton, Alberta, T5K 0L2 (427-7224).
LRDC	=	Learning Resources Distributing Centre, 12360 – 142 Street, Edmonton, Alberta, T5L 4X9 (427-2767).
School Sup't	=	Available from your local School Superintendent.

3 Alberta Education Distributors

Documents, learning resources and other materials are available through the following Alberta Education distributors:

CENTRAL SUPPORT SERVICES
11160 - Jasper Avenue
Edmonton, Alberta T5K 0L2
Telephone 427-7224

- programs of study
- curriculum guides developed prior to 1989
- service, legal and information documents, including bulletins and brochures.

For a list of available documents refer to the **Alberta Education Publications Catalogue,** available through Central Support Services.

LEARNING RESOURCES DISTRIBUTING CENTRE
12360 - 142 Street
Edmonton, Alberta T5L 4X9
Telephone 427-2767
FAX 422-9750

- authorized learning resources
- teacher resource manuals, monographs and other support documents
- some audio-visual resources.

For a list of available learning resources and ordering information, refer to the **LRDC Annual Buyers Guide** and **Buyers Guide Supplements** which are forwarded to schools three or four times a year.

ACCESS NETWORK
Media Resource Centre
295 Midpark Way S.E.
Calgary, Alberta T2X 2A8

Order Desk
256-1100 (within Calgary)
1-800-352-8293 (outside Calgary)
FAX 256-6837

For a list of available audio-visual resources and inservice packages, refer to the current **ACCESS NETWORK** Audio-Visual Catalogues and **Supplements.**

ALBERTA CORRESPONDENCE SCHOOL
Box 4000
Barrhead, Alberta T0G 2P0
Telephone 674-5333
FAX 674-6561

- correspondence course packages
- see pages 27 and 28 of this handbook for further information.

Appendix III: Alberta Education Branch Information

1 Alberta Education Branch Addresses

The mailing address for branches of Alberta Education is:

> Devonian Building
> 11160 – Jasper Avenue
> Edmonton, Alberta
> T5K 0L2

Please note the location of the Edmonton Regional Office is 7th Floor, Westcor Building, 12323 Stony Plain Road, Edmonton, Alberta.

The following branch addresses are exceptions:

Alberta Correspondence School
Box 4000
Barrhead, Alberta
T0G 2P0

Grande Prairie Regional Office
5th Floor, Nordic Court
10014 - 99 Street
Grande Prairie, Alberta
T8V 3N4

Alberta School for the Deaf
6240 - 113 Street
Edmonton, Alberta
T6H 3L2

Learning Resources Distributing Centre
12360 - 142 Street
Edmonton, Alberta
T5L 4X9

Calgary Regional Office
Room 1200, Rocky Mountain Plaza
615 Macleod Trail, S.E.
Calgary, Alberta
T2G 4T8

Lethbridge Regional Office
Provincial Building
200 - 5th Avenue, South
Lethbridge, Alberta
T1J 4C7

Education Response Centre -
Provincial and North
6240 - 113 Street
Edmonton, Alberta
T6H 3L2

Red Deer Regional Office
3rd Floor West, Provincial Building
4920 - 51 Street
Red Deer, Alberta
T4N 6K8

Education Response Centre - South
5139 - 14 Street, S.W.
Calgary, Alberta
T2T 3W5

Regional Offices of Alberta Education

The regional offices work in cooperation with boards and local school authorities to ensure the quality of teaching, programs, and schools. Each regional office has a staff of consultants and a director who provide the following:

- **CONSULTATION:** Consultative services in curriculum, instruction, evaluation, support functions, and policy development
- **MONITORING:** Monitoring of educational programs on a scheduled basis
- **EVALUATION:** Assistance to school systems to design and conduct school, program and system evaluations
- **MEDIATION:** Mediating in matters such as special student needs, ministerial reviews, attendance panels and COATS investigations, as well as complaints brought to the attention of the Minister.

To arrange for services from a regional office, follow the procedures adopted by your local school system.

Regional Offices
Zone 1: Grande Prairie – 538-5130
         FAX – 538-5135
Zones 2 and 3: Edmonton – 427-2952
         FAX – 422-9682
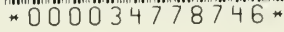Zone 4: Red Deer – 340-5262
         FAX – 340-5305
Zone 5: Calgary – 297-6353
         FAX – 297-3842
Zone 6: Lethbridge – 381-5243
         FAX – 381-5734

Education Information – 427-7219

DATE DUE SLIP

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